



EXCELLENCE FOR LEARNING™

Administrator Version

*"He who knows others is learned.
He who knows himself is wise."
—Lao Tse*

Lewis Song

Faculty

8-21-2008



INTRODUCTION

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

This report analyzes your behavioral style, that is, your manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements which are true for you and areas of behavior in which you show tendencies. Delete any statement from this report that you feel doesn't apply after checking with a friend or colleague to see if it is a blind spot in your behavior.

This report is not intended to be a complete evaluation of a person and is not conclusive by itself, but is indicative of a person's behavioral tendencies. The report provides information on a person, not as a basis for discrimination in any form. The report doesn't measure intelligence or job skills; it measures behavioral tendencies. TTI is not liable for the use or misuse of the report or any purported damages which may occur from its implementation. The expressed intent of the report is to help people understand themselves better and develop better interpersonal relationships.



GENERAL CHARACTERISTICS

Based on Lewis' responses, the report has selected general statements to provide you with a broad understanding of his work style. These statements identify the basic natural behavior that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Lewis' natural behavior.

Lewis wants to know the school rules so he can follow them, and he becomes upset when others continually break the rules. He resists change if he feels the change will lower the quality of education. He can overanalyze a problem and take more time than the norm to make a decision. He prefers things orderly and will approach work in a systematic manner. Lewis is a real stickler for quality education and procedures to assure quality. Safety and security are very important to him. He is very adaptable. He is very good at attending to details such as reports. Because of high expectations of his own job performance, he may sometimes feel other administrators or teachers cannot perform up to his standards. Rules and procedures provide security for his job performance. He can be characterized by his attention to quality and detail.

Lewis is alert and sensitive to errors and mistakes. He likes to collect data for decision making and may collect so much it makes the decision harder. He tends to make decisions on the quality of work - not on efficiency. He usually judges others by the quality of their work.

Lewis enjoys working for an administrator who explains what is expected of him. He enjoys analyzing the motives of others. He is usually slow to anger. He is usually soft



GENERAL CHARACTERISTICS

spoken. Lewis does not like confrontation. He does not like to work for an administrator who uses confrontation. He avoids face-to-face conflict. He likes to ask questions to clarify the communications.



VALUE TO EDUCATIONAL SYSTEM

This section of the report identifies the specific talents and behavior Lewis brings to the job. By looking at these statements, one can identify his role in the organization. By identifying Lewis' talent, the organization can develop a system to capitalize on his particular value to the organization and make him an integral part of the team.

- Defines, clarifies, gets information, criticizes and tests.
- Accurate and intuitive.
- Always concerned about quality work.
- Turns confrontation into positives.
- Respect for authority and organizational structure.
- Conservative.
- Will gather data for decision making.
- Maintains standards.



EFFECTIVE COMMUNICATION IDEAS

Most people are aware of and sensitive to the ways with which they like to be communicated. Many people find this section to be extremely accurate and important. Read each statement and identify 3 or 4 statements that are most important. Make a list of these and practice using them in your everyday communication with Lewis.

Do:

- Draw up a scheduled approach to implementing action with step-by-step timetable; assure him that there won't be surprises.
- Give him time to be thorough, when appropriate.
- Give him time to ask questions.
- Be sincere and use a tone of voice that shows sincerity.
- Support his principles; use thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Provide solid, tangible, practical evidence.
- Support your communications with correct facts and data.
- Make an organized contribution to his efforts; present specifics, and do what you say you can do.
- Give him time to verify reliability of your comments - be accurate and realistic.
- Give him time to verify reliability of your actions; be accurate, realistic.
- Follow through, if you agree.
- Take time to be sure that he is in agreement and understands what you said.
- Prepare your "case" in advance.



INEFFECTIVE COMMUNICATION

This section of the report is a list of things NOT to do while communicating with Lewis. Use it as follows: Read each statement and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Don't:

- Push too hard, or be unrealistic with deadlines.
- Leave things to chance or luck.
- Talk to him when you're extremely angry.
- Give your presentation in random order.
- Make statements about the quality of his work unless you can prove it.
- Be vague about what's expected of either of you; don't fail to follow through.
- Don't be haphazard.
- Talk in a loud voice or use confrontation.
- Dilly-dally.
- Threaten, cajole, wheedle, coax, or whimper.
- Use gimmicks or clever, quick manipulations.
- Rush the decision-making process.
- Make promises you cannot deliver.



MOTIVATIONAL INSIGHTS

This section gives general information on behavior that Lewis deems necessary to be successful on the job. One should read this section and determine if the behavior described is job related. If the behavior is not job-related, Lewis does not understand the behavior required to be successful in the job.

- Critical appraisal of data.
- Making tactful decisions.
- Maintaining an ever-changing, friendly, work environment.
- Sensitivity to existing rules and regulations.
- Flexibility.
- Preferring people involvement over task focus.
- Traditional, quality oriented work model to follow.
- Careful, thoughtful approach to decision-making.
- Participative decision making.
- Calculation of risks before taking action.
- Motivating people to take action by using persuasive skills.
- Positive, outgoing, friendly behavior.
- Obtaining results through people.



MOTIVATIONAL INCENTIVES

This section of the report was produced by analyzing Lewis' wants. People are motivated by the things they want, thus: wants that are satisfied no longer motivate. Analyze each statement produced in this section and highlight those that are present "wants."

Lewis wants:

- To be part of a quality-oriented educational group.
- Logical arguments.
- Flattery, praise, popularity, and strokes.
- Operating procedures in writing.
- A friendly work environment.
- Reassurance he is doing the job right.
- Instructions so he can do the job right the first time.
- Rewards to support his dreams.
- Public recognition of his ideas and results.
- Safety procedures.
- Limited exposure to new procedures.
- Time to perform up to his high standards.



BASIC NEEDS

In this section are some needs which must be met in order for Lewis to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is very difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Go over the list and identify 3 or 4 statements that are most important to him. This allows Lewis to participate in forming his own personal management plan.

Lewis needs:

- Assistance in new or difficult assignments.
- Performance appraisals on regular basis.
- A way to say "no" when he feels "no."
- To be encouraged to be more independent.
- Alternative methods that won't affect quality.
- Recognition for what he accomplished.
- An exact job description and expectations in writing.
- Complete instructions on his assignments.
- A work environment without much conflict.
- Time to see and test if the plan will work.
- An administrator who prefers quality over quantity.
- Tangible work.



PREFERRED WORK ENVIRONMENT

This section of the report identifies the ideal work environment based on Lewis' basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. A person with flexibility uses intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Lewis enjoys and also those that create frustration.

- Practical work procedures.
- Assignments that can be followed through to completion.
- An environment where he can use his intuitive thinking skills.
- Familiar work environment with a predictable pattern.
- Prefers technical work, specialized area.
- Assignments that can be completed one at a time.
- Work place where people seldom get mad.
- Jobs for which standards and methods are established.



AREAS FOR PERSONAL DEVELOPMENT

Your behavioral work style may or may not be compatible with job demands. Each administrator brings his/her own strengths and weaknesses to the job. This section allows you to analyze your strengths and weaknesses. Read and share these statements. Develop a plan to minimize your weaknesses. Remember, a strength can become a weakness if it is overextended.

- STRENGTH - Places high value on quality workmanship. WEAKNESS - May be bound by his own set of procedures and methods that he fails to look for more efficient ones.
- STRENGTH - Places high value on details. WEAKNESS - May get bogged down in details or use details to protect his position.
- STRENGTH - Uses facts and data to support decision making. WEAKNESS - May collect so much data that it hinders the decision making process.
- STRENGTH - Very intuitive. WEAKNESS - Fails to share ideas and feeling until after the fact.
- STRENGTH - Task oriented and security driven. WEAKNESS - May yield position to avoid controversy and insure security.
- STRENGTH - Good at calculating risk. WEAKNESS - May resist changes because of the risk involved with changes.
- STRENGTH - Will follow instructions. WEAKNESS - May lean on his administrator for information and direction.

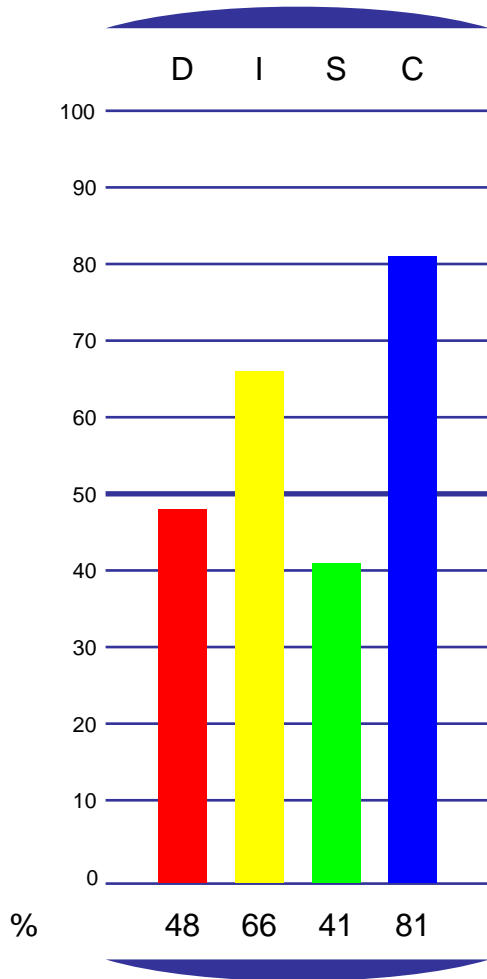


STYLE INSIGHTS® GRAPHS

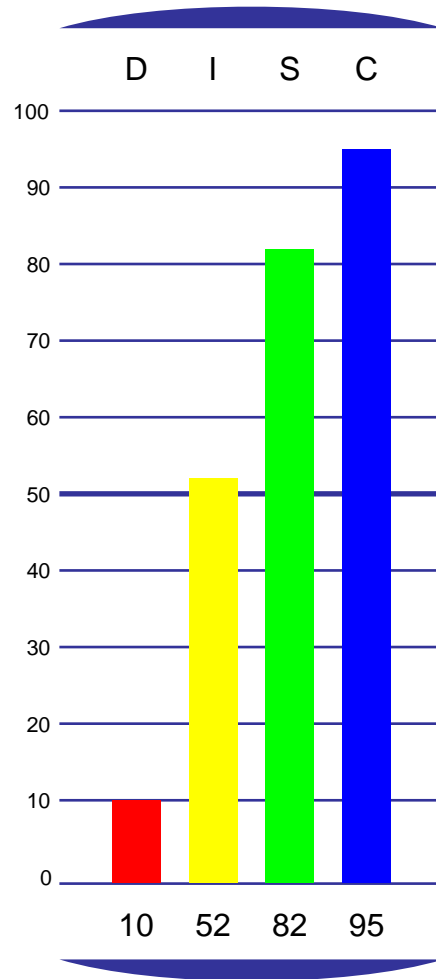
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MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003



THE SUCCESS INSIGHTS® WHEEL

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

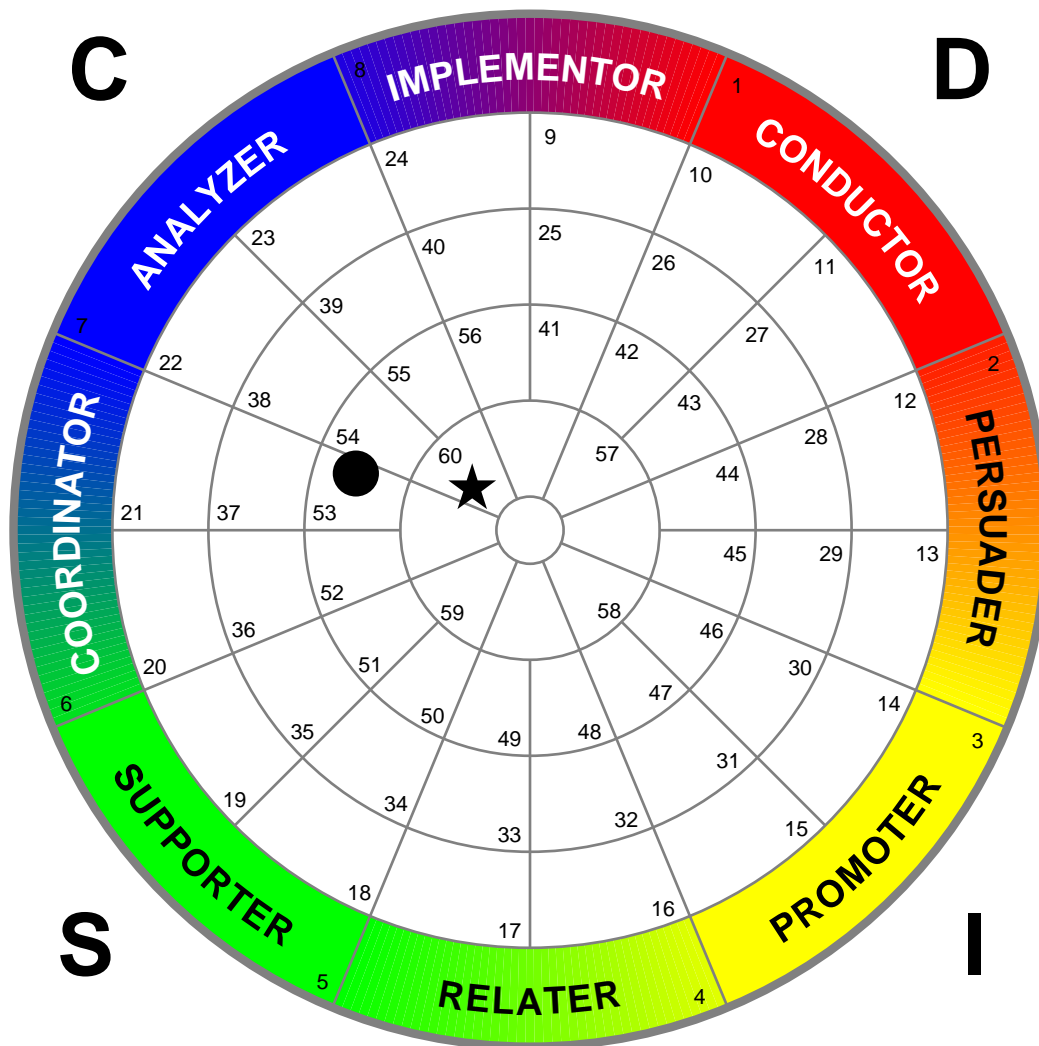
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



THE SUCCESS INSIGHTS® WHEEL

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Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)

Natural: ● (53) ANALYZING COORDINATOR (ACROSS)

Norm 2003